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ABSTRACT

These guidelines and quality indicators are designed to help providers of vocational programs and services in California to identify policies, procedures, and practices that are exemplary or that might be improved. Addressed in the individual sections of the guide are the following topics: planning; fiscal resources; facilities, equipment, and materials; advisory committees; curriculum; vocational student organizations; staff; special needs; guidance services; equal access; articulation; cooperative vocational education; work experience education; and evaluation. Each section contains one or more general area guidelines, quality indicators, a section summary, and an action plan. (MN)

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Guidelines and Quality Indicators For Vocational Education In California

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Produced by the Association of California School Administrators

Vocational Education Committee

CE037400

GUIDELINES AND QUALITY INDICATORS FOR VOCATIONAL EDUCATION IN CALIFORNIA

FINAL WRITING COMMITTEE

JUNE, 1983

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INTRODUCTION

Many local education agencies in California point with pride to their vocational education programs. This pride is well earned as they consider the high degree to which their vocational education programs have met, and are meeting, the needs and interests of their students and of the community businesses and industries.

This document has identified core elements of quality vocational education. It includes guidelines and quality indicators reflecting the policies, systems, and processes which exist in providers that have high quality vocational education programs. It is recognized that these guidelines and quality indicators are not a panacea but a beginning point. Obviously, the ultimate focus of any quality vocational education programs is the student, taught by adequately prepared, enthusiastic teachers using current instructional materials which reflect modern day business and industry practices. Also needed are (1) adequate facilities and equipment to meet labor market standards and (2) the necessary support services to help students succeed in the program and secure employment or additional training after completing the program.

These guidelines can be used by any provider of vocational programs and services to identify programs, or elements of programs, that are exemplary, as well as areas of the program which might be improved. The guidelines are meant to be used as a measure of quality for those responsible for evaluating their own vocational education programs. Where weaknesses are identified, it is hoped that a plan of action for improvement will result.

The challenge is yours; the goal is quality vocational education for all students!

These guidelines relate to policies, procedures, and practices that affect vocational education. Policies, whether they are official or unofficial, provide direction for programs being conducted in the local education system. This instrument is a tool that can be used by local personnel to review and analyze policies which affect vocational education. Subsequent plans of action can then be developed to address any programs, or areas of programs, which need improvement, thereby helping to ensure that quality programs of vocational education exist in California.

The following is a suggested process for using the guidelines:

1. Establish a review committee which represents a cross section of the vocational program providers and users-students, teachers, counselors, administrators, support staff, and board members.

   The basic criteria for committee member selection should be an interest in helping to improve vocational education programs and a knowledge of the local, overall education system.

2. The review committee should gather and analyze local agency policies, procedures, and practices which affect vocational education.

   Using the results of the rating system, the committee should determine the degree to which local policies meet the guidelines and quality indicators.

3. After the review committee has analyzed existing policies, procedures, and practices, consensus should be reached on the strengths and areas within each guideline section which need improvement.

   The section of the plan pertaining to areas of needed improvement should include at least (1) what is to be done, (2) who is responsible for doing it, (3) when is it to be accomplished, (4) what resources are required to do it, and (5) how it is to be evaluated.

   The Committee should be realistic in the amount or number of improvements, as well as required resources, which can be accomplished or used in a given time frame.

   It should be emphasized that these guidelines embody the concept of local programs, local control, self-evaluation, and self-directed program improvement. This is accomplished by a flexible framework in the development and maintenance of quality vocational education at the local level without external mandates.

PLANNING

GUIDELINE - PLANNING

1. A clearly defined philosophy for the vocational education programs and service has been developed.

QUALITY INDICATORS

There is evidence that the philosophy:

- is printed and has been formally approved by the governing board
- is consistent with other educational philosophies that affect the vocational education programs and service
- reflects the social, economic, and cultural needs of the community
- reflects the current focus of the field as established in statements supported by vocational education professional organizations and literature
- reflects the current state and federal legislative intent
- is applied in planning the program and curriculum
- is applied in implementing and evaluating the program
- is reviewed, revised, and/or updated on a regular basis by vocational education staff, counseling and guidance staff, and advisory committees
- is distributed to vocational education staff, counselors, appropriate administrators, governing board members, and advisory committees
- is available upon request to other interested persons

DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

Meets Indicators	Does not meet the Indicator	Not Applicable	Comments

GUIDELINE - PLANNING

2. Program goals and objectives have been developed which serve as a basis for recommendations relating to (1) the development and refinement of curriculum and instructional materials and (2) the identification of needs for the adequacy of equipment and facilities.

QUALITY INDICATORS

There is evidence that the system provides for:

- the goals and objectives to be reviewed and modified to reflect the local, state, and federal labor market data
- established goals and objectives to be developed with:
  - recognition of student needs
  - consideration of labor market needs
  - job performance requirements reflected
  - advisory committee input
- the vocational education department's annual and multi-year plan, including goals and objectives used by:
  - teaching staff
  - administrators

There is evidence that at least once a year the courses are:

- reviewed, evaluated, and updated by:
  - instructors
  - administrators
- with input from:
  - students
  - subject matter advisory committee

DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

Meets Indicators	Does not meet the Indicator	Not Applicable	Comments

SECTION SUMMARY

A. Using the Quality Indicators, summarize the strengths identified in this section for the purpose of developing an action plan for publicizing and promoting these quality elements.

B. Using the Quality Indicators, summarize the areas that need improvement for the purpose of developing an action plan to address the deficiencies.

ACTION PLAN

A. Describe the action plan for publicizing and promoting the strengths of this section.

B. Describe the action plan for improving deficiencies of this section. Include (1) what is to be done, (2) who is responsible for doing it, (3) when it is to be accomplished, (4) what resources are required to do it, and (5) how it is to be evaluated.

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FISCAL RESOURCES

GUIDELINES - FISCAL RESOURCES

1. Sufficient finances for vocational education are provided to meet the instructional goals and objectives within vocational education.

QUALITY INDICATORS

There is evidence that the system is providing:

- a budgetary plan which is supportive of and consistent with:

  the Board adopted Statement of Educational Philosophy

  the Board adopted Goals and Objectives

GUIDELINES - FISCAL RESOURCES

2. Vocational education staff is involved in the budget management process.

QUALITY INDICATORS

There is evidence that the system has:

- a budgeting system that involves vocational education administrators, teachers, and support staff
- a system that informs the vocational education staff, on a regular basis, of the current status of the budget

GUIDELINES - FISCAL RESOURCES

3. Legal requirements in the preparation, approval, and filing of budget documents are being met.

QUALITY INDICATORS

There is evidence that the following are taking place:

- use of current bookkeeping and accounting practices
- responses to fiscal audit recommendations
- use of a systemized audit trail of financial records

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FACILITIES AND EQUIPMENT

GUIDELINES - FACILITIES AND EQUIPMENT

1. Equipment and materials are provided to meet the program goals and objectives of vocational education.

QUALITY INDICATORS

There is evidence that the system provides:

- equipment and materials that are currently used in occupations consistent with the students' training
- systematic updating and replacing of equipment consistent with current business and industry standards and trends
- instructional material and equipment in sufficient quantities to meet established vocational program goals and objectives (including texts, workbooks, charts, etc.)

GUIDELINES - FACILITIES AND EQUIPMENT

2. Classroom space is provided that contributes toward a suitable learning environment, and class size does not exceed the number suited for efficient, effective, and safe instruction.

QUALITY INDICATORS

There is evidence that the system provides:

- instructional, laboratory, and classroom space which contributes to optimum learning
- maximum class sizes arrived at cooperatively by vocational education instructors, advisory committees, and administration, and which meets licensure/certification requirements
- adequate work and study space for an effective learning environment
- adequate storage space for equipment and supplies
- lighting, ventilation, and heating conducive to quality education

DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

Meets Indicators	Does not meet the Indicator	Not Applicable	Comments

GUIDELINES - FACILITIES AND EQUIPMENT

3. Facilities and equipment are properly maintained to meet local, state, and federal safety requirements.

QUALITY INDICATORS

There is evidence that the system provides for:

- regular safety inspections of facilities and equipment to insure compliance with established safety regulations
- a planned program to maintain and repair all facilities and equipment
- a safe and clean learning environment for the planned instructional program

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DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

Meets Indicators	Does not meet the Indicator	Not Applicable	Comments

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VOCATIONAL EDUCATION ADVISORY COMMITTEE

(General and Subject Matter)

GUIDELINE - VOCATIONAL EDUCATION ADVISORY COMMITTEE

General and subject matter advisory committees have the responsibility for advising and assisting personnel with promoting and supporting the vocational education programs through program development assessment and public relations activities.

QUALITY INDICATORS

There is evidence that the system provides for:

- advisory committees to operate within the framework of written policies
- advisory committees to be recommended and/or selected by the instructional and administration staff
- a procedure for appointing advisory committee members
- procedures for the election of a chairperson and a recorder
- advisory committees to include representatives of the community, such as former student, parents/guardians, business/industry representatives, and teaching staff
- advisory committees to be comprised of both sexes
- advisory committees to be comprised of members that are representative of the demographics of the community
- advisory committees to be comprised of members that are representative of the employment opportunities for occupations for which training is being offered
- advisory committees to meet at least twice each year
- advisory committee members to have input to a planned agenda which is distributed to members prior to each meeting
- advisory committee minutes to be maintained on file

DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

Meets Indicators	Does not meet the Indicator	Not Applicable	Comments

GUIDELINE - VOCATIONAL EDUCATION ADVISORY COMMITTEE

(continued)
General and subject matter advisory committees have the responsibility for advising and assisting personnel with promoting and supporting the vocational education programs through program development assessment and public relations activities.

QUALITY INDICATORS

There is evidence that the Advisory Committees:

- make recommendations to personnel concerning needs assessments of community/business/industry
- make recommendations to personnel concerning course offerings
- make recommendations for sources of additional funding
- suggest employment opportunities for vocational students
- make suggestions for the design and use of facilities
- make recommendations concerning the selection and maintenance of equipment
- assist in publicizing the program
- provide input to local and state plans for vocational education
- assist in locating community classroom sites
- assist in interpreting the program to members of the community
- assist in interpreting the program to members of the legislature
- assist in a community and public relations program
- assist in a community evaluation of the program

DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

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CURRICULUM

GUIDELINE - CURRICULUM

Vocational instructional programs are planned, sequenced, and organized to meet individual needs and interests of students and to provide those competencies (skills, knowledges, and attitudes) necessary for employment and/or continuance into advanced training.

QUALITY INDICATORS

There is evidence that the system provides for:

- vocational instructional programs comprised of sequenced units of instruction of sufficient duration to meet identified skills and standards (validated by business/industry)*
- vocational instructional programs containing a balance of class time, laboratory work, and occupational experience to prepare students for employment and/or advanced vocational programs**
- students enrolled in vocational education programs to be encouraged to enroll in other appropriate courses, including communication, computation, and personal social skills
- basic skills (communication, computation, and personal social) to be *reinforced* in vocational classes
- vocational and academic personnel to work cooperatively in developing basic skills competencies

* (Consumer Homemaking Education) validated by the Advisory Committee

** (Consumer Homemaking Education) includes the occupation of homemaker

DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

Meets Indicators	Does not meet the Indicator	Not Applicable	Comments

GUIDELINE - CUIRRICULUM

(continued)
Vocational instructional programs are planned, sequenced, and organized to meet individual needs and interests of students and to provide those competencies (skills, knowledges, and attitudes) necessary for employment and/or continuance into advanced training.

QUALITY INDICATORS

There is evidence that the system provides for:

- all individuals to have equal access to vocational education instructional programs and services
- personalized instruction designed to meet the individual needs and interests of students, including students with special needs
- the development of positive work attitudes
- vocational education programs to reflect needs of local, regional, and national labor markets*
- changes in curriculum methods, techniques, and procedures to be made when evaluation results indicate program objectives are not being achieved
- necessary transportation for:

  student field trips
  vocational student organization activities

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* (Consumer Homemaking Education) labor market needs are unnecessary

DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

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VOCATIONAL STUDENT ORGANIZATIONS

GUIDELINE - VOCATIONAL STUDENT ORGANIZATIONS

Vocational student organizations and local chapters are provided.

QUALITY INDICATORS

There is evidence that the system provides for:

- support of vocational student organizations as an integral part of the vocational education program
- recognization of the teaching of leadership skills as an integral part of the curriculum
- vocational student organization activities to be supervised by professional credentialed staff
- support of leadership activities, such as workshops, field trips, and fund raising events
- recognizing and publicizing the achievements of students and student organizations

DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

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GUIDELINE - STAFF

1. Vocational education programs/courses/services are conducted and supervised by persons possessing valid California credentials and related work experience authorizing the teaching/supervising/counseling of vocational programs/courses/services.

QUALITY INDICATORS

There is evidence that the system provides for:

- helping staff obtain the proper credentials for programs and services
- procedures to verify that those who are teaching/supervising/counseling vocational education have the proper credentials
- encouraging the teacher/supervisor/counselor to obtain a clear credential
- procedures to verify that those who are teaching/supervising/counseling vocational education have related work experiences in the same occupational competencies that are being taught in the instructional program (See Appendix D of the *California Five Year State Plan for Vocational Education, 1983-87)*
- teacher time each day for planning and preparation for the instructional program
- time for sufficient managerial responsibilities within the vocational education administrative structure

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DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

Meets Indicators	Does not meet the Indicator	Not Applicable	Comments

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GUIDELINE - STAFF

2. The teaching/supervising/guidance personnel in vocational education programs shall participate in a preservice/inservice training program and in professional organization activities.

QUALITY INDICATORS

There is evidence that the system provides for:

- all new staff in vocational education programs and services to receive an orientation to the total vocational programs and services offered
- a plan and provisions for an on-going inservice training for vocational education staff
- continuous efforts for updating vocational education staff on the most current program information and strategies
- staff involvement in professional organizations
- assistance from qualified personnel for those instructors and administrators seeking to improve their skill

GUIDELINE - STAFF

3. When appropriate, teachers/supervisors/counselors are employed for extended periods of time beyond the normal school day and/or school year.

QUALITY INDICATORS

There is evidence that the system provides for:

- compensating vocational personnel for work beyond the normal school day and/or the school year when necessary to meet program/service goals and objectives
- granting necessary released time to vocational staff to meet program goals, objectives, and services

DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

Meets Indicators	Does not meet the Indicator	Not Applicable	Comments

GUIDELINE - STAFF

4. An adequate number of management, teaching, and classified staff is employed to meet instructional goals and objectives.

QUALITY INDICATORS

There is evidence that the system is providing:

- an optimal student/teacher ratio to maximize vocational education instruction
- assistance and support services for teachers who have special needs students in their classes

DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

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SPECIAL NEEDS

GUIDELINE - SPECIAL NEEDS

A special needs program is provided for students who are disabled, disadvantaged, economically depressed, gifted or talented. The program assists these students to obtain skills necessary for employment.

QUALITY INDICATORS

There is evidence that for special needs students the program includes:

- an equal opportunity to vocational education
- effective vocational assessments
- vocational guidance services
- staff qualified in special education
- a curriculum adapted to learning levels
- adaptive equipment as needed
- an individualized education plan when appropriate
- mainstreaming whenever possible
- instructional facilities accessible to those with physically handicapping conditions who qualify for and who can safely benefit from each specific course offering

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GUIDANCE SERVICES

GUIDELINE - GUIDANCE SERVICES

Comprehensive guidance services are available to enable students in vocational education programs to make informed choices leading to career/employment opportunities.

QUALITY INDICATORS

There is evidence that the system provides:

- for students in a vocational program to be selected on the basis of each student's need, interest, ability to benefit from vocational/career training and actual or anticipated opportunities for gainful employment*
- information and assistance in the development and use of career planning skills
- guidance by the vocational teacher and/or guidance personnel to make students aware of the program objectives prior to their enrollment
- that students have had the basic class prerequisites before enrolling in an advanced vocational program
- a guidance staff who is actively participating in the promotion, recruitment, registration, and dissemination of career information of the total vocational program
- the general public with information about the vocational programs available in the community

* Gainful employment not necessary for Consumer Homemaking Education

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EQUAL ACCESS

GUIDELINE - EQUAL ACCESS

Vocational education programs and services are free of sex bias and sex stereotyping, and serve the handicapped and disadvantaged.

QUALITY INDICATORS

There is evidence that the system provides:

- all students equal access to vocational programs and services regardless of sex, race, religion, or any other personal belief or philosophy
- students with guidance in personal development, human relations, worker attitudes, and the elimination of sex bias and stereotyping
- current informational services with non-discriminatory language
- all promotional and instruction materials consistent with the national goal of eliminating discrimination on the basis of sex, race, handicapping condition, or disadvantagement

DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

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ARTICULATION

GUIDELINE - ARTICULATION

The vocational education programs and services are articulated with other local agencies which provide vocational programs and services.

QUALITY INDICATORS

There is evidence that the curriculum:

- fosters articulation of vocational education programs among educational agencies
- reflects articulation of the various vocational subject matter areas
- reflects the reinforcement of skills and competencies of both vocational and academic areas

There is evidence that the system:

- has implemented a plan for articulation with other educational agencies
- provides for recognition of skills already acquired by students from other educational agencies by demonstration, tests, course challenge, etc.
- has an agreement with apprenticeship programs that provide for advanced placement based on skill performance

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B. Describe the action plan for improving deficiencies of this section. Include (1) what is to be done, (2) who is responsible for doing it, (3) when it is to be accomplished, (4) what resources are required to do it, and (5) how it is to be evaluated.

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COOPERATIVE VOCATIONAL EDUCATION (COOP)

GUIDELINE - COOPERATIVE VOCATIONAL EDUCATION (COOP)

Cooperative vocational education programs are offered to meet the occupational objectives of students through supervised on-the-job training, coupled with related classroom instruction.

QUALITY INDICATORS

There is evidence that the system provides for:

- sufficient classroom instruction which is directly job related to assure job competency
- the coop student to be legally employed in a job related to his/her occupational objective
- a training plan for each student which outlines on-the-job training activities and is maintained on file as completed
- a teacher-coordinator who visits each training station at least once each grading period
- a file for each student which contains a training agreement signed by the employer, the student, the parent, and the teacher-coordinator

DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

Meets Indicators	Does not meet the Indicator	Not Applicable	Comments

SECTION SUMMARY

A. Using the Quality Indicators, summarize the strengths identified in this section for the purpose of developing an action plan for publicizing and promoting these quality elements.

B. Using the Quality Indicators, summarize the areas that need improvement for the purpose of developing an action plan to address the deficiencies.

ACTION PLAN

A. Describe the action plan for publicizing and promoting the strengths of this section.

B. Describe the action plan for improving deficiencies of this section. Include (1) what is to be done, (2) who is responsible for doing it, (3) when it is to be accomplished, (4) what resources are required to do it, and (5) how it is to be evaluated.

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WORK EXPERIENCE EDUCATION

GUIDELINE - WORK EXPERIENCE EDUCATION

Work experience education and other occupational experiences are offered permitting students the opportunity to explore and experience occupations before making a career choice.

QUALITY INDICATORS

There is evidence that the system provides:

- a teacher-coordinator student load that does not exceed 25 students per period or a total of 125 students (secondary only)
- for career guidance and counseling to be available to the student to set career and occupational goals
- that the teacher-coordinator and employer jointly plan the instruction which is to occur in the classroom and on-the-job
- for related instruction to occur at least once a week (Related instruction will include learning how to get, keep, advance on, and leave a job, career development, and consumer and economic awareness)
- a minimum of two job site supervision contacts per semester and at least one observation of the student by the teacher-coordinator in the actual performance of work at the job site
- for records to be kept of time worked, training agreement, plan of training, work permits issued, and quarterly student evaluations

DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

Meets Indicators	Does not meet the Indicator	Not Applicable	Comments

SECTION SUMMARY

A. Using the Quality Indicators, summarize the strengths identified in this section for the purpose of developing an action plan for publicizing and promoting these quality elements.

B. Using the Quality Indicators, summarize the areas that need improvement for the purpose of developing an action plan to address the deficiencies.

ACTION PLAN

A. Describe the action plan for publicizing and promoting the strengths of this section.

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EVALUATION

GUIDELINE - EVALUATION

1. Vocational education program services and teaching and administrative staff are evaluated to determine if objectives are being met and to identify what changes in leadership support, curriculum methods, techniques, resurces, and procedures might be required to effect improved outcomes.

QUALITY INDICATORS

There is evidence that the system p ovides for:

- the development of an annual plan identifying objectives for vocational programs and services staff
- an evaluation process involving teachers/supervisors/counselors/ advisory committees and other pertinent staff
- recording the progress of the vocational programs and services and staff toward achieving identified objectives
- a process for analyzing the evaluation data pertinent to programs, services, teaching and administrative staff, and necessary changes
- a planning and implementation process to upgrade identified program deficiencies
- a process that identifies and recognizes support by district leadership for vocational education

DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

Meets Indicators	Does not meet the Indicator	Not Applicable	Comments

GUIDELINE - EVALUATION

2. The placement and follow-up of students is an integral part of the vocational education programs and services.

QUALITY INDICATORS

There is evidence that the system provides for:

- placing and following-up students who complete vocational education programs
- recording and reporting placement and follow-up data
- involving employers in the placement and follow-up process to solicit their frank evaluation of the preparation of students for successful employment
- using follow-up data to make appropriate changes as needed in the program

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DIRECTIONS: Put a check in the column that best describes the degree to which the program has met the indicators. Comment when the program does not meet the indicators.

Meets Indicators	Does not meet the Indicator	Not Applicable	Comments

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SECTION SUMMARY

A. Using the Quality Indicators, summarize the strengths identified in this section for the purpose of developing an action plan for publicizing and promoting these quality elements.

B. Using the Quality Indicators, summarize the areas that need improvement for the purpose of developing an action plan to address the deficiencies.

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